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ABSTRACT

In August 1970 the Ford Foundation announced the establishment of a Venture Fund grant program to help strengthen and to encourage innovation in undergraduate education throughout the country. Criteria for selection were: (1) evidence of creative programs in the past, (2) the quality of current educational programs and leadership, and (3) the prospect that a Venture Fund would be continued with local support after the conclusion of the program. Many institutions met these criteria, but the foundation was able to assist only 49. The grantees are representative of a broad spectrum of American higher education. They all have demonstrated the capacity to be responsive to try to do new things in new ways. They are located in 34 states; 31 are privately sponsored and 18 are public institutions; a few are single-sex but most are coeducational. In this report, each of the 49 institutions provides its own answers to the following questions: (1) What are the three most significant innovations in undergraduate education on your campus in the last five years? (2) Why were they undertaken? (3) To what extent has each been successful? (4) How many students are directly involved in, or touched by, each? (Author/PG)

ED 098866

CURRENT VENTURES IN UNDERGRADUATE EDUCATION

A COLLECTION OF PROGRAM DESCRIPTIONS
FROM THE FORTY-NINE COLLEGES AND
UNIVERSITIES RECEIVING GRANTS IN THE
FORD FOUNDATION'S VENTURE FUND PROGRAM

COMPILED BY
FRED E. CROSSLAND
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HE 006 043

THE FORD FOUNDATION
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NEW YORK, NEW YORK 10017

NOVEMBER 15, 1974

FOREWORD

In August 1970 the Ford Foundation announced the establishment of a Venture Fund grant program to help strengthen, and to encourage innovation in, undergraduate education throughout the country. The program rationale was stated as follows:

> "In today's colleges the success of a new idea or program often depends on the availability of discretionary funds to enable the college to act quickly and without fanfare at decisive moments. The Ford Foundation Venture Fund grants, functioning as "internal foundations," will enable college presidents themselves, or deans, to support special efforts to attune undergraduate education to contemporary needs and conditions, and to overcome institutional inertia that might otherwise block such efforts. Philanthropic funds for the nation's four-year colleges are relatively more limited than ever, and we believe that one of the most productive ways of employing them is to help some colleges to quicken their rate of response to the surge of interest across the nation in the improvement of undergraduate education. We hope that favorable experience with the use of such funds will lead to their inclusion in the permanent habit-patterns of American colleges."

Hundreds of institutions came to the Foundation's attention and were considered for program participation. Criteria for selection were: (a) evidence of creative "venturesomeness" in the recent past, (b) the quality of current educational programs and leadership, and (c) the prospect that a Venture Fund would be continued with local support after the conclusion of the program. Many institutions met these criteria, but the Foundation was able to assist only forty-nine. Between 1970 and 1974, grants were made ranging from $75,000 to $250,000 each; the total Foundation commitment was $8,625,000. The program now is concluded, and no additional grants will be made.

The forty-nine Venture Fund grantees are representative of a broad spectrum of American higher education. They do not purport to be the most experimental, the academically strongest, or the best known. They all have, however, demonstrated the capacity -- within the limits of their human and financial resources, their missions, and their constituencies -- to be responsive and to try to do new things in new ways. They are located in thirty-four states; thirty-one are privately sponsored and eighteen are public institutions; a few are single-sex but most are coeducational. They are large and small, urban and rural, selective in admissions and open-door, possessors of long and distinguished histories and only recently established.

On the pages that follow, each of the forty-nine institutions provides its own answers in its own words to the following questions:

> WHAT ARE THE THREE MOST SIGNIFICANT INNOVATIONS IN UNDERGRADUATE EDUCATION ON YOUR CAMPUS IN THE LAST FIVE YEARS? WHY WERE THEY UNDERTAKEN? TO WHAT EXTENT HAS EACH BEEN SUCCESSFUL AND "TAKEN ROOT"? HOW MANY STUDENTS ARE DIRECTLY INVOLVED IN, OR TOUCHED BY, EACH?

The responses vary considerably in style, length, detail, and completeness. For additional information, the institutional officers should be consulted directly. Those with asterisks preceding their names were participants at a conference of Venture Fund colleges and universities held in August 1974 at Itasca, Illinois.

The Ford Foundation hopes that these institutional responses will be useful to all concerned with the continuing health and vitality of American undergraduate education.

Fred E. Crossland
Program Officer
Office of Higher Education and Research

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David Mathews - President
Howard Gundy - Vice President of Academic Affairs
*Neal R. Berte - Vice President for Educational Development and Dean of New College

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The three most significant innovations in undergraduate education on our campus in the last five years include the following:

a) The New College was brought into existence four years ago to enable students to individualize their undergraduate educational experience and also for this division to serve as a catalytic agent for change across the University. As a part of the University's routine ten-year re-accreditation from the Southern Association of Colleges and Schools, the New College was recently commended for the quality of its programs particularly relating to its catalytic effect throughout the University, the number of interdisciplinary teaching and learning efforts that have been spawned by this program, the thoroughness of the evaluation model regarding this experimental venture, and the options for out-of-class learning experiences as well as adult education programs. There are currently about 200 students officially enrolled in the New College and another 175 who are involved in the program in terms of participation in internships, out-of-class learning, external degree programs, and the University Year for Action Program.

b) The Interim Term Program began at the University about three years ago. This provides an excellent opportunity for substantive learning experiences in non-traditional environments during the three-and-one-half week term in May. This program has enabled faculty members and students to work together in environments both on and off campus in ways that have enhanced considerably the teaching and learning climate on the campus. Over 1,000 students enrolled in this program last year and it is expected that a minimum of 1,200 students will be enrolled for the May Interim Term this year.

c) A program that possibly has had less of a general institutional impact but is quite significant in terms of those that it serves is the Computer Based Honors Program. Outstanding students from the Southeast Region are brought to the campus on scholarship and are given considerable flexibility at the undergraduate level to maximize their exposure and training in the area of computer sciences. These students have been creative and responsible about the projects they have developed as a part of this program which has served approximately 100 students in the last few years.

Alderson-Broaddus College
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*Richard E. Shearer - President
Walter C. Johnson, Jr. - Academic Dean

The three most significant innovations in undergraduate education on this campus in the last five years in my estimation are:

a) A program of experiential education whereby two terms of off-campus experience are required of each graduate of this institution. The purpose of this innovation was to enrich the student's experience while a student here by making possible options in individual study, cooperative education, humanitarian service projects, and study in another culture. There is a great deal of evidence both written and verbal, that this idea has taken root and been significant in the education of nearly all of the thousand students enrolled at the institution.

b) A year-round calendar with staggered vacations was developed to increase the efficiency of the use of the campus. As the College invested significant sums in facilities and faculty, it was felt that there needed to be an increase in the utilization of both. We believe the financial solvency of the institution continues to prove that some efficiencies have been realized but until there are greater enrollment pressures, the maximum result has not been possible. The institution will need a student body of approximately 1,200 total before this maximum can be achieved.

c) The institution has sponsored the nation's first four-year degree program for Physician's Assistants. This program was undertaken because of further needs in health service that were not being met by medical doctors or nursing. This was a tremendously innovative idea but we believe it is developing successfully and recruiting a new manpower for the health professions. At present there are 200 students involved in this program.

Alverno College
3401 South 39th Street
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*Sister Joel Read - President
Sister Bernarda Handrup - Vice President Academic Affairs
and Dean of the College

The three most significant innovations in undergraduate education on our campus in the last five years are:

a) Introduction in 1970 of a Supportive Service Program whereby students with negative educational histories could receive the necessary supportive academic assistance to succeed in a college program for which they were fundamentally capable but, for one reason or another, unlikely to master without assistance. The Supportive Service Project has taken hold completely and has become an operational part of the administrative and academic structure.

b) The infusion of the concepts and principles of women's equality into the curriculum not as a separate department but as a series of underlying principles and behavioral modes throughout the College. The emphasis on quality education of women has begun to permeate the literature produced by the College and has taken hold in individual classes in a mixed way depending upon the attitudes and styles of the instructors; however, it can be said that the general sensitivity and level of operation in this respect is far superior to what it was in 1970.

c) The design and implementation of a competence-based curriculum whereby students can receive a college degree based not on mere exposure to a certain number of courses and experiences but rather based on the students' certified ability to function well in the areas of communication, problem solving, analysis, valuing, contemporary world, arts and humanities, and the environment. The Competence-Based Learning Program has been implemented for the 1973-74 freshmen and will be fully operational, the exclusive learning mode, by 1976.

All of these innovations were undertaken to serve the real students who were applying to Alverno and for whom Alverno could be of genuine educational service.

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*Morris T. Keeton - Provost and Vice President
William Warren - Vice President and Dean of
Maryland & Washington Center

It is hard to say what have been the three most significant innovations of this Campus since it has been so enormously productive. (It has also cost us enormously in addition to the Ventures grant.) But here is an informed guess:

a) As to specific programs, the most worthwhile and promising seem to be:

1) the Adult Degree Completion Programs (present in all three centers);

2) the Media Studies Program at Baltimore (with the M.A. in Media Studies being the part that the Venture Fund helped to start); and

3) either the developments in community-based education at the undergraduate level in Baltimore and Washington or the M.A. in Human Services at Columbia.

b) Underlying these specific innovations, however, are some habits or patterns of development which I regard as still more fundamentally significant:

1) developing programs in collaboration with one or more community organizations which provide facilities, collaboration, internship sites, etc.;

2) enlisting potential clientele in the planning of new programs with the faculty and center administrators; and

3) investing regularly in some expenditure (between 2 percent and 5 percent of budget) on new program developments. (This is an illustrative, not an exhaustive, list.)

c) Regarding the three programs nominated under a, each has taken firm root. The numbers are not large:

1) in the Adult Degree Completion Programs, an aggregate of about 110 per year;

2) in the M.A. in Media Studies, about 30 per year by a choice of the Center to limit admissions, with perhaps 150 participating to one degree or another each year in the undergraduate media-and-social-research-and-action program; and

3) 50 per year (again by deliberate restriction of admissions) in the M.A. in Human Services and well over 200 students and more community people in the community-based education efforts in Baltimore and Washington.

Appalachian State University
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*Herbert W. Wey - Chancellor
Cratis Williams - Acting Vice-Chancellor
for Academic Affairs

Three most significant innovations:

a) Watauga College -- An experiment that was undertaken to see if Freshman students involved do better academically through an atmosphere of "Individual Attention and Closeness." Begun two years ago, the idea has been well received and the concept will be partially extended to a Sophomore class next Fall. About 120 Freshman (60 men - 60 women) and 80 Sophomores will be enrolled in the program next year. Evaluation of the program's first year resulted in findings of academic achievement parallel to a control group; attitudinal achievement of the experimental group was superior to the control group. Morale is high, as is retention. Student and faculty participants have been extremely enthusiastic in regard to the concept. Numerous variations on the theme (The Cluster College) have been suggested.

b) The Admissions Partnership Program -- A time-shortened degree program designed to see if <u>average</u> high school students can eliminate either the senior year of high school or the Freshman year of college. In progress for about one full year, approximately 180 students have been directly involved.

Preliminary evaluation is incomplete, but it appears that retention, morale, and achievement will be at least comparable to that of the control group.

c) Bachelor of Technology Program -- An experiment that allows a limited number of selected graduates of technical institutes to pursue academic programs leading to the acquisition of skills that would prepare the participant to be a successful teacher of technical or vocational subjects. Activated with twenty students four years ago, the program has been expanded to about 200 participants this year; further expansion is predicted for next year. Student morale and retention are very high and student achievement equals or exceeds that of "native" students.

Austin College
900 North Grand Avenue
Sherman, Texas 75090
Tel. 214-892-9101

*John D. Moseley - President
Dan T. Bedsole - Provost and Dean of the Faculty

The most distinctive attributes of self-renewal efforts at Austin are their comprehensive and interrelated nature and direct focus on student needs. There is a balance of emphasis on cognitive and affective dimensions of learning, with the attitudes of people--students, faculty, and administrators--being dealt with in a variety of ways as "changing tasks and roles" are explored (see Planning for Higher Education, Vol. 3, No. 3: June 1974). The "three significant innovations" cited here focus more on student and faculty roles.

a) The Individual Development of Students and the Mentor Role are seen in the course Individual Development, central to the new educational program. It is a planning process and advising system in which the student works with a faculty "mentor" to plan the student's total collegiate experience and growth--intellectual, aesthetic, societal, religious, vocational, and physical--to reach both personal goals and the educational standards of the College. Upon successful completion of the four-year process, the student earns a course credit.

The student/mentor relationship begins in Communication/Inquiry, the first of six core courses. The faculty leader becomes the mentor of a group of about 20 freshmen. Communication abilities, personal identity and values, and modes of intellectual inquiry are the foci of the course which is related to a contemporary topic chosen by the faculty and upper-level student leadership team. Groups form on the basis of interest in the topic rather than any academic discipline. Nearly all faculty participate in the mentor role, and in C/I in a 3-5 year cycle. The experience also provides them "training" in communication and relational skills making further impact on the "regular" curriculum.

b) Student Initiative and Faculty Facilitator Roles have increased independent, directed, field, and research protege study; and more students are organizing themselves in groups, and planning and conducting educational tasks with faculty in roles of consultants. The early focus in the extra curricular student-directed Social Science Laboratory has enlarged to involve about one-fourth of the entire student body. Policy Research, an upper-level course taken by all students, is the most obvious example in the formal curriculum (see JHE, Vol. XLV, No. 4, April 1974). In Policy Research upper-class students and faculty bring the interests and expertise of different disciplines to a team effort to study a specific societal issue and formulate public policy alternatives.

c) Learning by Teaching, of both self and others, characterizes a widespread movement fostered by a 2-2-1-4 calendar with longer time blocks, self-paced skill-development modules, ways of determining competencies and organizing laboratories, discussion groups, and large classes. Not all procedures have proved successful, but the approach is valid and accepted and by now nearly all of the Juniors and Seniors (the new program started in September 1972) have experience in one or more "learning by teaching" roles.

Bowdoin College
Brunswick, Maine 04011
Tel. 207-725-8731

*Roger Howell, Jr. - President
Olin C. Robison - Provost & Dean of Faculty

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a) Probably the most dramatic educational innovation during the last five years has been Bowdoin's decision to eliminate the College Entrance Examination Board Scholastic Aptitude Test as a requirement for admission. The option not to submit scores is taken each year by about 50% of incoming freshmen, many of them proving to be among Bowdoin's best students. This program was undertaken to eliminate a certain artificiality which such tests impose and to permit a more realistic assessment of each prospective student's total potential. While appraisal of this program still is continuing, its invigorating effect already is evident throughout the entire student body.

b) Another significant change has been the greatly increased social consciousness of Bowdoin's faculty, administration, and Governing Boards, resulting in the decision to become coeducational and to develop more effective programs for the identification, recruitment, tutoring, and guidance of disadvantaged Black students--an extension of Bowdoin's traditional recruitment and support of disadvantaged students from rural northern New England. As part of this program, the College has established remedial courses in English and mathematics, a major in Afro-American studies, and an exemplary program of financial aid that assists an increasing number of Black students each year. There are now nearly 350 women and over 80 Black students at Bowdoin. These additions clearly have had a positive impact on the entire Bowdoin community.

c) A third important development at Bowdoin has been the establishment of a quick-response system to deal with contemporary interest in new courses, majors, and other academic programs--always a particularly difficult problem for a small school of limited resources. At the center of this system is a student-faculty committee which solicits and evaluates new program ideas and oversees the introduction and implementation of those that appear to have sufficient educational value and support. For example, in recent years we have instituted new interdisciplinary programs in Afro-American studies and biochemistry, and we now offer a coordinate major in environmental studies. In each case, specialized courses and seminars were added to the curriculum and coordinated with the basic courses already existing to create the new program area. This mechanism has enabled us to respond experimentally to new curriculum ideas without committing the College to long-term structural changes, such as establishment of departments with tenured staff, until the programs have been evaluated fully.

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Santa Cruz, California 95064
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*Mark N. Christensen - Chancellor
J. Edward Dirks - Vice Chancellor-Humanities

The three most significant innovations in undergraduate education in the last five years:

a) Establishment of Oakes College (previously College VII) as a college especially concerned with disadvantaged minorities (but not a ghetto for them); which includes ethnic studies subprograms not as academic majors but as essential aids to students in getting clear about their identity and situation so that they can get on with the main job; which regards its primary mission as opening doors for the students to the main line of academic and professional achievement -- especially via the sciences. A commitment to establishing the college originated as a response to the wave of black protest in the late '60's. The unique and creative shape of the response is due to the leadership of its founding provost, Herman Blake. At full strength, 600 students will be involved annually. The impact of the college extends to the whole campus. It is well launched, but not yet firmly past its founding phase.

b) Establishment of Kresge College, as a venture in applying the perspectives of the "sensitivity training and encounter group movement" to creating an educational community in which an integration of the personal, the interpersonal and the intellectual-academic lives of students is encouraged. The conception of the college was primarily influenced by the founding provost, Robert Edgar, and his initial cadre of faculty. Strains early developed, between the objectives of the college and those of the Boards (departments) that cut across the campus and between factions among the faculty of the college. Under a successor provost, just appointed, we hope that the venture can be re-launched for a productive future, retaining some of the original emphases. The college involves 650 undergraduates annually.

c) The Board of Studies (department) in Community Studies, founded just five years ago, represents a major innovation in a disciplined approach to experiential education. The focus of the program is full-time field placement with a community agency for at least two terms. Students are prepared for their field experience by theoretical and analytic studies, and prepare an essay based upon their experience. The interdisciplinary faculty have made imaginative use of team teaching and audiovisual media in on-campus instruction, and have taken the lead in developing an off-campus Extended University pilot program to offer education to the B.A. degree to community workers who have completed the equivalent of two undergraduate years. The

regular program of the Board, which now involves approximately 100 majors and about 90 course enrollments in an average term, is well established, with a strong faculty. It was initiated at the instigation of faculty in sociology, to give academic direction and substance to the aim, shared by many faculty and students, for a closer tie between the campus and the "real world." The Extended University program is well launched but not yet firmly established.

The Centre College of Kentucky
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*Thomas A. Spragens - President
Edgar C. Reckard - Vice President,
Dean of the College

Probably the three most significant innovations in undergraduate education at Centre during the last five years have been (1) the introduction to the curriculum of senior seminars in the major field as a requirement for graduation, (2) the introduction of a series of so-called "integrative courses" to the upper division offerings of the College, and (3) the development of an office of institutional research and evaluation.

a) The senior seminars were introduced to provide a better means of encouraging students to bring together the relevance of the various courses in their field of concentration, and to encourage them to develop a sense of the wholeness of their primary area of study. The program is now fully implemented. It applies to every graduating student, approximately 150 each year.

b) The courses in Integrative Studies were undertaken to encourage students to be concerned more extensively for underlying principles and concepts in their studies and to develop a greater sense of the wholeness of human knowledge and understanding. These courses, which have been wholly elective, have been undertaken by twenty to forty students for each of the last two years. They have been judged in preliminary evaluations to have been quite successful in achieving their objectives.

c) The introduction of the office of research and evaluation has not been integral to undergraduate instruction, but has for the first time enabled us to undertake more objective measures of the successes and failures, the strengths and weaknesses of our instructional program. Both the dean of the College and members of the faculty have found the resources of this office quite helpful to these ends.

Chatham College
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*Edward D. Eddy - President
Norman W. Chmura - Provost

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a) Following a thorough study by its faculty, students, and administrative staff, Chatham College instituted comprehensive changes in its curriculum in 1970. Drawing on the assumption that no two students have exactly the same educational goals or learn in precisely the same ways, the new program gives to each student the opportunity to design her own course of study in close consultation with a faculty advisor. A series of related innovations, such as freshman seminars, topical and interdisciplinary majors, and broad opportunities for independent study extend the approach of the new curriculum.

b) The changes in curricular pattern have been accompanied by alterations in the academic calendar. With the adoption of the Interim term and the 4-1-4 course sequence, a series of new opportunities for learning both on and off the campus have been opened to students. The introduction of the Pittsburgh-Chatham program in 1971 has given a special dimension to the promise of the Interim and the College's program by providing field placements and academic internships in dozens of urban institutions, agencies and corporations. Chatham sought in this way to become more closely related to, and draw upon the resources of, the city near its gates. It is now clear that the animating spirit of these innovations is fixed deeply in the College's sense of itself, while further changes in specific policies remains a continuing task.

c) In response both to the growing professional opportunities for all women and to the particular educational needs of its students, Chatham has recently introduced two new academic programs, one in Administration and Management and one in Communication. Both of the programs stress liberal learning but focus also on the wide range of careers opening to women in two critical areas of human activity. The College has concluded that the liberal education of women cannot proceed in splendid isolation from the profound social changes which are occurring in the roles of the sexes.

These and other future programs require a new kind of integration of living with learning, to be achieved through the expansion of a highly successful program of internships and the continuing development of new approaches to life and career planning for women. The essential contribution of effective teaching to these new educational directions is being enhanced by a comprehensive program for faculty development that will include the opportunity for internships for faculty members.

Since the College's basic commitment to the education of women includes women of all ages, a Gateway Program for mature women has been developed. The response to the program, with its speci[redacted]cedures in admissions and its network of counseling services, has been excellent.

Coe College
Cedar Rapids, Iowa 52402
Tel. 319-364-1511

*Leo L. Nussbaum - President
Carson Veach - Provost and Dean of the College

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a) Requiring every student to design his own degree program based on a rationale based on his educational and vocational direction; limiting college requirements to a thematic, two-course interdisciplinary sequence titled Introduction to Liberal Arts. It was undertaken with the belief that the student would acquire a better education when he must search for answers to questions about a liberating education, what a liberating education is for him--not in general. The faculty has undertaken a comprehensive evaluation at the end of four years when we have the first graduating class admitted as freshmen under the program. Thus far it appears to have been quite successful and is continuing pending full results of the study. The whole student body has been involved for four years.

b) Development of an Exploratory Term in January of the 4-1-4 calendar during which "disposable" courses are being used. Each faculty member submits an outline syllabus to a committee of faculty and students who approve, disapprove, or request modifications. A course is used only once, so an annual array of new courses appears. And each year the faculty shows itself to be a little more sophisticated. Each year there is innovation in subject matter, instructional method, geographic location. It is a form of annual renewal. Nearly all students of the College are involved. Evaluation by an extensive questionnaire results in about 85% support from faculty and students.

c) An option open to students replacing four academic courses with a 14 week fall or spring term with a project of work or service which has distinct promise of enhancing the liberal education. The project, an integral part of the degree program at any time after the freshman year, must involve new work, in a new location, neither in the home town nor in Cedar Rapids, Iowa, and must be in a new cultural, sociological, or economic setting, domestic or international. The Venture Fund helped to augment this program through appointment of a new director. Whereas in the first six terms only six to ten students chose this option, during the eighth term of the program alone we have 32 students in the program. As such a number of students brings feed-back to the campus, the participation should continue with much more momentum.

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*Robert E. L. Strider - President
Paul G. Jenson - Dean of the Faculty

The following three innovations comprise our answer:

a) The Center for Coordinated Studies inaugurated in 1969 as an experimental unit to promote new programs of study and new modes of relationship among faculty members and students. Its objectives point toward the interdepartmental interdisciplinary areas of study; toward cooperation and combined-course teaching of courses by faculty; toward involvement of both students and faculty in the development of its programs; and toward a combination of the academic and the social in the sense that those who are involved in the Center's programs also live together and take responsibility for social living arrangements.

This fall the Center has over 200 "members," including 70 freshmen. Its faculty-student Academic Planning Board is currently working on two new interdisciplinary majors; on the development of several new freshman combined-course arrangements for the fall of 1974; and on a variety of cross-disciplinary seminars and other innovative programs for upperclassmen.

Many students not "in" the Center participate in its activities. This fall student initiative within the Center has produced a "free college" curriculum of non-credit, student-taught "courses." It is small in scale but large in enthusiasm.

b) The Flexible 15 initiated to translate three of our convictions into a specific program. The college now requires 120 hours for graduation: 105 in regularly graded courses, and 15 to be earned by the students in a variety of ways: in regularly graded courses, in pass/fail courses, or in independent, not regularly scheduled programs.

The plan is based first on the conviction that students can learn important lessons of an academic nature outside of the classroom walls; the second is that students should be allowed some freedom of choice in determining their educational programs; and the third, that the organization of an educational program should encourage the student to combine the academic and the experiential by careful development of objectives and planning of efforts.

c) The institute for Off-Campus Experience and Cooperative Education developed in recognition of the fact that students do not feel constrained to complete their college work in four years to the same degree as was true

in the past. The Institute will allow us to help these students by finding employment for short periods of time where the jobs are not simply jobs but opportunities for students to learn much more about themselves, and about careers available to them, and to gain experiences that relate directly to their academic programs. In the last instance the college is equipped to provide credit under the Flexible 15, and may in due course decide to do so.

The second and the third of the three programs have not as yet been fully tested to the point where a fair evaluation can be made. It is evident, however, that there is considerable interest in both areas.

College Misericordia
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*Sister Miriam Teresa O'Donnell - President
Leo R. Downey - Academic Dean

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a) Mini-courses growing from faculty interests beyond their disciplines. Introduced to provide academic excitement through unusual approaches and content. Approval has grown among faculty. Students are increasingly enthusiastic. Fifteen courses have been or are being offered, with a total enrollment of some 210 students.

b) The first associate degree program in the Commonwealth in Radiologic Technology was introduced in September 1973. Fourteen students in the first year. Undertaken at the request of neighboring hospitals. The program has been the beneficiary of over $40,000 in equipment.

c) Cross-registration with King's College gives access to programs and courses not otherwise available. In the past two years some 69 Misericordia students and 88 King's students have cross-registered. The arrangement is endorsed by both Boards of Trustees.

The Colorado College
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*Lloyd E. Worner - President
Richard C. Bradley - Dean of the College

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a) The most significant recent innovation in undergraduate education on our campus was the adoption four years ago of the Colorado College Plan, a format in which, typically, a student takes only one course at a time and a faculty member teaches only one course at a time. For this purpose the academic year is divided into nine 3 1/2-week blocks. This plan was adopted in response to faculty and student concern that their time was too fragmented. The Plan permits not only full attention to one subject but also course (class) size averaging the student-faculty ratio of about 14 to 1.

This plan has opened the way for other innovations such as off-campus instruction. Having no competing obligations, students can now be off on field trips for days at a time. Classes in foreign language and literature occasionally meet for entire blocks in France and Germany. Anthropological-cultural studies at locations in the Southwest are now in the curriculum.

b) Another innovation instituted at the time of the adoption of the Plan was the limitation of class size to 25 students. Special faculty permission is required to teach a class larger than this.

c) We have also experimented with various grading systems. Currently we are on a dual system: a student may sign up for any course on either a pass-fail basis or else for conventional grades.

All of these innovations seem to have been highly successful if one is to judge by student and faculty response. There are difficulties, of course, but these are being worked out. It seems likely that the Plan, perhaps with modifications, will be in effect for many years.

Dartmouth College
Hanover, New Hampshire 03755
Tel. 603-646-1110

J. G. Kemeny - President
L. M. Rieser - Vice President and Dean of the Faculty
*William M. Smith - Professor of Psychology and
Director of Instructional Services
and Educational Research

Within the past five years the three most significant innovations which have been undertaken at Dartmouth College are:

1) Extensive Foreign Study and off-campus programs in a variety of disciplines.

2) Year-round operation and the introduction of co-education.

3) Introduction of interdisciplinary programs--Environmental Sciences, Black Studies, Native American Studies, and East Asian Studies.

a) The programs in '1' above now involve approximately 600 students per year. They were undertaken to enrich and enlarge the total curriculum and are unique in that each separate program with 10 - 25 students is sponsored by a department and is directed by one of its faculty members on the Foreign Study or off-campus site. These Foreign Study and off-campus programs range from Philosophy in Edinburgh to Anthropology in Mexico to Education in Jersey City.

b) Year-round operation and, in association, coeducation were undertaken in order that the former would support the introduction of the latter. The prevailing wisdom was, of course, that in becoming coeducational Dartmouth would be doing a social-educational good, and, more importantly, would be improving the total educational climate of the institution.

c) The introduction of the programs listed in '3' above all have been introduced in response to educational objectives sought by interested faculty and student groups.

Although our experience with year-round operation and coeducation has not yet reached maturity, these two major innovations have evolved well. The other changes noted above, in Foreign Study and other off-campus programs in particular, are extremely well-organized and operating effectively.

Earlham College
Richmond, Indiana 47374
Tel. 317-962-6561

*Franklin Wallin - President
Paul A. Lacey - Provost

Earlham's three most significant innovations in the last three years have been our Wilderness Program, the Program in Integral Education, and the Intensive Language programs in French and Spanish. In each case, faculty initiative developed the concept and individual faculty members have worked with administrators to generate financial support.

a) The Wilderness Program was originated by long-term faculty members as a means of refreshing themselves as educators and to meet a variety of needs outside, but related to, the classroom. In the Wilderness Program especially we have focused on the interrelation of affective and intellectual development. The impact of this particular kind of experiential learning has led us to give greater thought to affective and value-centered learning than we have previously. Many of the spin-off ideas for courses and off-campus programs coming out of the Wilderness Program have emphasized value education as the growing edge of Earlham's curriculum.

b) The Program in Integral Education grew out of concern among faculty in the Humanities to rework liberal arts education to be cross-disciplinary, team-taught and integrated. PIE is built on a number of earlier experiments including Program II (1966-68), the Danforth Teaching Intern Program which supported team teaching in such Philosophy offerings as Philosophy of Science, Philosophy of Literature, Philosophy of Art, etc., and freshman seminars, which began in 1966 and continue to the present. Funded by the National Endowment for the Humanities, PIE is now in the third of four years and is being examined for its transferability to the established curriculum when special funding ends.

c) Intensive Language Programs were originated by the Language Department as an alternative way to fulfill the distribution requirement in language. Students take a one-term immersion course, followed by off-campus study the following term in France or Mexico.

Each of these experiments represents a logical extension of Earlham's concern for experiential education, cross-disciplinary approaches, and involvement of students and teachers in non-traditional teaching-learning patterns. Many other experiments, going back many more years, could be cited to indicate the supportive context for the three experiments mentioned here. Non-western Studies, a signifi-

cant part of the Earlham program since 1959, now finds new, sharpened expression in a Japanese Studies Major. Twenty years of off-campus study provided the background for success in the Wilderness and intensive language programs. Since its beginning, the Wilderness Program has involved 226 students and has trained 22 faculty and staff. The percentage of faculty so involved is the highest we know of in the country: 25% of full-time faculty.

PIE, in its first two years, involved 134 students and 16 faculty.

Intensive language, intended to be small, has in 3 years involved 39 students in French, 58 in Spanish.

The multiplier effect for each of these programs seems strong.

Eastern Montana College
1500 North 30th
Billings, Montana 59101
Tel. 406-657-2011

*Stanley J. Heywood - President
Harold McCleave - Academic Vice President
and Dean of Faculty

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a) In September of 1973, the School of Education opened the Learning Resource Center. This center houses college courses which have been specifically designed by Eastern Montana College professors to allow students to work at their own pace. The courses are written in a style which includes instructional objectives that tell the student exactly what is expected of him. At all times, the student knows what he is expected to do in the course, and also knows the competencies he must demonstrate for completing the learning efforts. The student no longer is judged by his standing relative to his performance within a group--his achievement is now compared with the stated objectives and specified criteria. The learner knows that he is expected to demonstrate the specific competencies to the required level and in the agreed upon manner.

As of the Winter Quarter of 1974, there are eleven courses offered in the center. There are 170 students enrolled in these courses.

The center is open from 8 a.m. to 5 p.m., and evenings throughout the week. A student may sign up for one of the college courses housed in the center either by attending the regular scheduled classes with the instructor, or take the course independently--in the center. If he chooses to take the course in the center, he sets up his own time schedule, mornings, afternoons, or evenings. He studies when he wants to and for as long as he decides to study.

This type of learning has opened the doors for a college education to many students who work or are mothers who cannot attend regular assigned classes. It is the first major step we have made to truly open the doors to all students who want a college education.

Hopefully, the course offerings in the center will be expanded to include all disciplines. This is the major goal we have. In the near future, students will have a choice, either to work toward a degree by the conventional route or by following this alternate learning track.

b) During the academic year 1972-73 an experiment was in operation to test the feasibility of teaching the Principles of Accounting course using three different instructional methods. The objective was to improve incremental

learning by allowing students to choose the instructional method of their choice. The purpose then was to show that by using only one instructional method you tend to ignore many of the learning abilities of different students. An alternative would be to allow selection of one of the three methods by each individual student. The three methods included (1) traditional lecture, (2) individualized instruction, and (3) computer augmented instruction. The students were evaluated by administering national accounting examinations. Results showed that the students that were allowed to choose an alternative method of instruction achieved higher scores than students who were forced to accept only the traditional lecture form.

Currently the department is refining the two new methods and in the 1974-75 school year a number of courses will offer alternative instructional methods. It is estimated that about 40 principles of accounting students will receive instruction each quarter using individualized instruction. We are awaiting acquisition of additional computer hardware in order to implement computer augmented accounting in the principles course. The computer augmented method has been extended beyond accounting and into the management and marketing fields. Currently computer augmented instruction is being offered in three courses. Next academic year this will be expanded into several additional courses.

c) Several changes have occurred in the biology curriculum during the past five years. These changes were undertaken in an attempt to render biology more interesting to students, as well as offering course work which would be more directly applicable to careers in biology and related areas. All of the revisions mentioned below have been incorporated into the biology curriculum as more or less permanent programs. The Biology Department includes 102 majors.

At one time a single introductory biology course served major and non-major students. Recently the biology department has developed a course for non-majors, "Biology and Society". This course is conducted only on a pass-withdrawal basis, and includes lectures by experts in biological areas of immediate concern to students (eg: energy crisis, environmental and health problems). Students meet in small groups weekly to discuss each lecture. This course serves approximately 250 students per year.

We have observed that the interests of beginning biology majors generally occur either in field-related biology (ecology, systematics, etc.) or in paramedically-related areas (medicine, veterinary medicine, etc.). Consequently, during the first year of the biology curriculum majors have a choice between course work in field biology and paramedical biology. The field biology courses consider population biology, sampling techniques, and introductory ecology. The first year paramedical biology courses consider human physiology.

During the second year all biology majors enroll in a three-quarter sequence in cell, developmental, and reproductive biology. During the third year students choose from course sequences in five areas: (1) animal physiology, (2) botany, (3) ecology and systematics, (4) genetics and evolution, and (5) microbiology.

Student instruction during the fourth year has undergone considerable revision during recent years. Most fourth year students are still somewhat involved in more traditional course work but there has been increasing emphasis on participation in independent study projects. The Cooperative Education Program and the availability of various local agencies (State Fish and Game Department, Bureau of Land Management, Forest Service, Community and County Health Services) in addition to the resources of the biology staff have allowed development of a substantial and diversified program which allows students to conduct research projects in areas of respective interest. Research projects are currently undertaken by approximately 50 per cent of the upperclass students. Plans are developing to arrange more projects so that essentially all biology majors may participate in research. Many of the past and present projects are of a caliber that has resulted in student presentations at the Montana Academy of Sciences Meetings and/or publication in journals.

Eckerd College
P. O. Box 12560
St. Petersburg, Florida 33733
Tel. 813-867-1166

* Billy O. Wireman - President
Elwyn A. Smith - Provost

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a) Jefferson House: For the past five years the college has operated an experimental program in student-initiated curricula. A small number of faculty (six to nine) have worked closely with carefully selected students (thirty to ninety) in developing programs of study which were individually designed to meet specific interests and career concerns. All formal degree requirements were waived by the faculty. The program is being phased out this year as was originally projected. It is being discontinued not because of failure but because of success. Many features of the experiment have been incorporated in the general college program.

b) Autumn Term: In August 1973 all entering freshmen were brought to campus three and a half weeks before the beginning of the Fall Semester. Each of these students, on the basis of materials mailed well in advance, selected a single project on which to work during those three and a half weeks. Fifteen to twenty students were associated with each instructor. All these instructors had undergone a special training program. Their only responsibility during the Autumn Term was for the students associated with them.

c) Mentorship: Associated with the Autumn Term is the development of "mentorship" to replace "academic advising." Faculty receive special training to assure that they are familiar with the total educational resources of the college, are able to assist students in clarification of goals, and are conscious of the interests and needs of their students.

Grand Valley State Colleges
College Landing
Allendale, Michigan 49401
Tel. 616-895-6611

*Arend D. Lubbers - President
Glenn A. Niemeyer - Vice President of the Colleges

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a) The three most significant innovations in undergraduate education at GVSC are the three undergraduate colleges which have opened in the last five years. Thomas Jefferson College, an experimenting college which began in the late sixties, provides a curriculum primarily in the arts and social sciences; William James College, which began in 1971, provides education for career opportunities at the baccalaureate level; and College IV, which opened in 1973, the most recent addition to the undergraduate cluster, provides time-independent instruction in the modular format.

b) Thomas Jefferson College and William James College each have an enrollment of approximately 600 students; College IV has an enrollment of approximately 300 students.

c) While the number of students enrolled in these colleges is a little less than one-third of the total student body at GVSC, the existence of these units has had a significant impact on most of the students. The existence of these colleges enables all GVSC students to register for courses in them even though the student may be enrolled in another of the cluster colleges. Furthermore, the innovations by these colleges have influenced the curriculum and teaching style in the College of Arts and Sciences.

Hamline University
St. Paul, Minnesota 55104
Tel. 612-641-2800

*Richard P. Bailey - President
Kenneth I. Janzen - Dean of University

Three significant innovations in the last five years at Hamline: the flexible curriculum option; the community college transfer program; and the five-college cooperative program.

a) The flexible curriculum option which encourages a student to develop an alternative to a regularly offered major, was initiated to meet the needs of that student who has an acceptable interest and educational goal which cannot be satisfied by the existing array of majors. It is still in the process of "taking root" and there are faculty members (often in the natural sciences) who see it as a weed whose roots must not be permitted to establish themselves in the garden of liberal arts disciplines. A relatively small, but growing number of students are involved.

b) The community college program now brings nearly 200 students to campus as compared to a half-dozen only a few years ago. It was developed through a pilot program to tap a new source of students, giving them a real option between private and public institutions. A private foundation (Bush) has picked up Hamline's pilot program and over a five-year period is funding it at a $2 million level and making "equalization grants" available to community college students to attend any private college in the state of Minnesota.

c) Five of the Twin City colleges which are, educationally, most similar are involved in the second year of a cooperative program. There are, for instance, 141 students from Augsburg, College of St. Catherine, College of St. Thomas, and Macalester taking courses at Hamline this fall. They ride a no-cost shuttle bus travelling regularly among the colleges.

Hendrix College
Conway, Arkansas 72032
Tel. 501-329-6811

*Roy B. Shilling, Jr. - President
Francis Christie - Dean of the College

It is assumed that innovation means planned change, towards the achievement of stated goals or purposes. Several such changes have been accomplished. Three are mentioned.

a) The emergence of the concept of an integrated approach to the study of the Social Sciences. This involves a comprehensive effort in curricular design, faculty development, public-service and facility. The Wilbur D. Mills Center is now under construction as a facility to more adequately house the program. This has been undertaken because we regard it as an essential mission of the college. Every student in the college, as well as the publics of the college, will be touched by this.

b) Several innovations in curricular content and methodology made possible by the Ford Foundation Venture Fund Grant. Some examples are cited: (1) A comprehensive reworking of curriculum and teaching methodology in Chemistry; (2) A summer-long field experience in basic and applied research in cataloging and classifying the plant life of a scientifically important area of Arkansas. Much of this work was original, and the reporting, presentation and publication of results were highly innovative. It involved nine students, and more will be involved; (3) A new approach to curricular (course) development, wherein certain departments were given freedom to experiment with courses before securing formal faculty approval; (4) An experimental program to improve specific writing skills; (5) The development of an elementary capability to provide instruction in computer usage in Economics. Obviously, these developments, and others made possible by this Fund, affect the entire Hendrix College population.

c) A new and more flexible approach to graduation requirements, which, in effect, allows each student's program to be individually developed.

Hobart and William Smith Colleges
Geneva, New York 14456
Tel. 315-789-5500

*Allan A. Kuusisto - President
B. D. Causey, Jr. - Executive Vice President

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a) A new curriculum was adopted by the faculty in the spring of 1971. This curriculum, in addition to retaining the conventional departmental or individually-tailored major, created: 1) a first year in which a student could take tutorial and bidisciplinary courses; 2) a middle period of from one to three years in which a student could take more bidisciplinary courses and work toward completion of a major, and to pass out of which a student had to write a bidisciplinary essay; 3) a baccalaureate year in which a bidisciplinary colloquium is taken along with major and other courses.

b) This new curriculum was the result of student, faculty, and administration criticisms of the existing curriculum by the later 1960's, these criticisms reaching their height in the larger social and political debates of 1970. All curricular requirements were abolished by faculty action during that spring, and the new curriculum was adopted a year later.

c) The first-year tutorial has been modified each year. Its original compulsory and unstructured character has been replaced this year with an optional (both for students and faculty, with about half of each electing to participate in a tutorial) and more academically structured character. The baccalaureate essay is receiving its first heavy test this academic year, as the class of 1975 will be the first to graduate under the new curriculum. The baccalaureate colloquia are being offered for the first time this year. The whole interdisciplinary cast of the curriculum is crucial, but it will take some time before we can see how deeply it takes root. Virtually all 1600 students sooner or later will be directly involved in most of these innovations.

Immaculate Heart College
2021 North Western Avenue
Los Angeles, California 90027
Tel. 213-462-1301

Helen Kelley - President
Mary Mark Zeyen - Vice President

On another day, different "innovations" might occur to me, but today I will list:

a) The remitting of "general education" requirements in favor of an open curriculum from which students are counseled to devise an appropriate and "rounding" program in support of their major and minor fields. It is an idea fraught with problems. Students who don't know what they want to know deeply can hardly be expected to make wise choices. Some faculty members whose courses were previously required panicked when thrown on the open market. Four years into this approach, however, I believe that most faculty are convinced of its effectiveness by the interesting good sense of students' choices; students themselves favor it strongly. (all students and faculty)

b) The three-year program of cross-disciplinary seminars funded by the Danforth Foundation. Each seminar was populated by three faculty members representing different disciplines and by 12-15 students representing five or six areas of study. Each seminar addressed itself to some concept or theme which could be expected to elicit an exposition of each discipline's "way of knowing." My own feeling is that the idea was more often than not superior to its execution, but it was unquestionably and happily successful in bringing into collaboration faculty members who had previously had only the most superficial knowledge of how their colleagues thought and taught. Far-reaching changes in our curricular organization have emanated from this program. (36 faculty, 180 students)

c) The development and marketing of a non-traditional degree program (initiated by funds from the Venture Grant). In an effort to assure that this not be a give-away program, regular faculty are fully involved in the counseling and instruction of students in the non-traditional program. So far, the mix of older and more focused students in classes can only be seen as a boon. The sheer number of the non-traditional students, most of whom are in a position to pay full tuition, may mean the difference between fiscal viability and collapse. (20 faculty so far and about 300 students)

Kent State University
Kent, Ohio 44242
Tel. 216-672-2605

*Glenn A. Olds - President
Bernard Hall - Executive Vice President
and Provost

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a) Faculty Development Program

The Office of Faculty Development is designed to improve undergraduate teaching by self-evaluation, peer evaluation and the general faculty concern for excellence in the classroom. It is presently taking form and has been favorably received by the faculty. It is designed to reach all undergraduate students.

b) Centralized Academic Advising

Beginning in the Fall of 1974, a centralized advising service will be offered to all students and prospective students. The Center acts as a referral service and clearinghouse for advising and counseling. A complete information service is provided to support and facilitate such student concerns as advising, orientation, psychological referral, and, in general, all the comprehensive services and programs of a major university. The Center contains professional staff members, college and school representatives. In conjunction with the Center, a peer-faculty training program is provided to introduce improved advising on a larger scale to undergraduates, especially new freshmen and uncommitted students.

The Center does not replace college or departmental advising. Rather, it serves to expand, clarify and support the services already offered. It will touch all undergraduate students.

c) Ombudsman for Students

The office facilitates the resolution of student grievances. He may identify discriminatory, archaic or unneeded policies and practices affecting students and make appropriate recommendations to various offices and governing bodies. The program has received favorable comments from students serviced.

Michigan State University
East Lansing, Michigan 48823
Tel. 517-355-1855

Clifton R. Wharton, Jr. - President
John E. Cantlon - Provost
*Robert H. Davis - Assistant Provost

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a) Increased use of mastery-type instructional models, particularly prevalent in the sciences as a device to dispense factual information to students and thereby release faculty time for a different kind of interaction with students. Increased use of independent study options may be, at least in part, related to this thrust. Number of students involved directly or indirectly must be in the thousands; a precise figure would be difficult to derive.

b) Increased effort to incorporate the "affective," as well as "cognitive," in the student's undergraduate curriculum. Such recent courses as "Interpersonal Relations," "Academic Programming and Career Planning," "Human Sexuality," and "Role of Helping Professions and Organizations in Community Services" contain a significant affective component. In addition, there has been an increase in the number of workshops held in the residence halls system on "Developing Human Potential."

The definition of General Education, 45 credits of which are required of all students on this campus, has been reviewed, altered, and soon will be implemented. Under the new definition, a clearly defined affective component must be incorporated in order to qualify the course under the General Education requirement. The formal courses have been extremely successful and reach something like 2,000 students. The new system of General Education is not yet underway, but will impact every student on the campus when it is implemented. Target date, Fall 1975.

c) Increased emphasis on cross-disciplinary educational offerings. In a variety of ways, this institution is exploring various models of course structures and programs which describe a horizontal cut in the institution in addition to the traditional vertical cut. To this end, we have established an approval machinery expressly designed for interdisciplinary courses, a policy statement containing guidelines for "Thematic Programs," and a new College of Urban Development. Hopefully, by these various routes, this University may be able to respond more quickly and more fruitfully to societal problems. Our thrusts in this area are relatively recent and it is rather premature to speculate on the numbers of students involved.

Minnesota Metropolitan State College
LL90 Metro Square
Seventh & Robert
Saint Paul, Minnesota 55101
Tel. 612-296-3875

*David E. Sweet - President
Catherine Tisinger - Vice President for Academic Affairs

MMSC is a non-traditional college which has undertaken numerous innovations; however, the College's basic tenets are probably the most salient innovations of the institution. These basic tenets are:

a) The college vests in each individual student responsibility for and authority over his or her education. The college vests in its officers and faculty responsibility for and authority over teaching and for determining whether or not a student has given adequate evidence that he or she has achieved his or her educational objectives.

b) The college records a student's educational progress in terms of the competences the student achieves and not in terms of the number of courses or other units of experience which the student undertakes to achieve competences.

c) The college believes that whenever appropriate students should be encouraged to make use of community resources, including human resources and events controlled by agencies and organizations external to the college, to achieve their educational goals.

d) The college recommends that each student receiving a degree demonstrate a high level of competence in each of these areas of life: communications and basic learning; the responsibilities of a self-governing member of a self-governing community; work; recreation; and personal development and social awareness. To achieve competence in the areas listed means that students must know and employ many of the arts, sciences, humanities, and applied disciplines. It also frequently means that students will require types of knowledge and understanding which vary significantly from the types usually associated with higher education, particularly experientially-based knowledge and affective knowledge; the college respects the broadening of the concept of what it means to be learned which is thereby implied.

e) The college expects that those upon whom it confers degrees will be lifelong, self-directed learners committed to excellence in their learning.

The first three tenets represent three significant innovations. Tenet a holds that the student, with proper counsel and advice, is the primary architect over his or her own education. MMSC has no distribution or department requirements. Students plan individualized programs based upon their own interests, needs, and motivations.

Tenet b advocates that student development be measured in terms of demonstrated competencies rather than in terms of the number of credits accumulated. Learning is behaviorially oriented and incorporates the affective as well as the cognitive. An increasing number of colleges are now moving toward competence-based curriculum.

Tenet c is based upon the fact that education does not need more buildings and more structures. There is a multitude of learning resources, human and physical, in the community and people must learn how to draw upon these resources so that they can become self-directed and independent learners. At MMSC the majority of the instruction is done by community faculty rather than by the full-time faculty.

These tenets were the foundati. . of the proposal for a new kind of college which was approved by the 1971 Minnesota Legislature and the State College Board. Obviously these tenets are not a panacea and, as with all innovations, the implementation of them has resulted in some shortcomings as well as some outstanding successes. However, after 26 months of operation, a recent survey indicated that the commitment to these basic tenets by faculty and students is stronger than ever.

University of Montana
Missoula, Montana 59801
Tel. 406-243-0211

Richard Bowers - President
Richard G. Landini - Academic Vice President
*Richard A. Solberg - Dean, College of Arts and Sciences

The three most significant innovations in undergraduate education at the University of Montana are as follows: Core Biology program, Intensive Humanities program, and Round River--experimental program in Environmental Studies.

a) The Core Biology program was undertaken to unify the basic introductory areas in biology. In previous years the several life sciences disciplines composed their own introductory courses and there was lack of liaison between and among the departments. The net result was that beginning students were exposed to uncoordinated smattering of subject matter, with no central unifying theme. A certain degree of unnecessary repetition and duplication of ideas and concepts obtained.

After considerable study by an interdepartmental faculty committee, a complete curriculum was drafted and implemented. An interdepartmental coordinator for the program was hired and the program now is an integral part of the academic program. The departments involved are Botany, Microbiology, Psychology and Zoology. The program includes interdepartmental staffing of the individual courses, team teaching, shared faculties and laboratory equipment, and an interdisciplinary course approach.

b) The Intensive Humanities program is primarily the result of the thought and innovations of the faculty in the Philosophy Department. It is generally fashioned after Tussman's "Experiment at Berkeley." Approximately 75 students (in some years as many as 100) are registered in the program. The composition of the population is primarily freshmen, some sophomores, and a very few upper-division students. The program has not published class hours other than those arranged by the participating faculty and the students. The program runs for an entire year, for which students receive full academic credit each quarter. Three faculty members (volunteers) are assigned to the program, and one of the three remains in the program for a full year as the program coordinator. Students and faculty meet as an entire group, as subgroups, as small discussion groups, and in individual tutorials. The entire focus of the program is the humanities. Students are required to do a great deal of reading and personal journal-writing. Each student is taught on a one-to-one basis by the faculty. At the end of each quarter and again at the end of the academic year a complete dossier is developed by the faculty on each student. The chief problem with the program is the excessive amount of effort required of each faculty member. Nevertheless, the program has firmly taken root and is now entering its fifth year.

c) The Round River program was the result of the concern of a dozen or more faculty members with the lack of programmatic focus on environmental issues. The program was designed along the lines of the Intensive Humanities program, but with an entirely different set of academic goals. Four or five faculty members served (full-time) on the Round River faculty. The program included from 75 to 100 students each academic year. The student population consisted of freshmen, with a scattering of sophomores and upper-division students.

The theme of the year-long program was the environment. Of particular emphasis was the place of man within that environment and man's relationships to society and the interrelationships of these three areas. The program completed its third year in 1973-74 and, because of various budget stringencies, will not be operable in 1974-75. The faculty, however, have indicated that many aspects of the Round River program will be carried out in courses offered in the traditional departments.

University of Nebraska-Lincoln
Lincoln, Nebraska 68508
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James Zumberg - Chancellor
Adam C. Breckenridge - Acting Chancellor for Academic Affairs
*Ned Hedges - Assistant Vice Chancellor

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a) Probably the most "notable" innovation in undergraduate education at the University of Nebraska-Lincoln in the past five years has been the Centennial Education Program, although the "five years" are about up. The Centennial Program is a modified residential college program, with students working together with "fellows" for about half their academic credit (maximum six credit hours each semester) for the first two years. The Centennial fellows are selected with the full participation of students, and the academic "projects" are developed cooperatively between students and fellows. Although the Centennial Program has not grown as large as originally anticipated (ideal enrollment--320; actual average enrollment in the past three years--about 210), it has become a firmly entrenched part of the academic program at the University of Nebraska-Lincoln, and is generally considered to be the viable and valuable "alternative" it was created to be as the academic celebration of the University's centennial year.

b) The most recent specific program innovation has been the University Studies Program, principally supported by the Ford Foundation Venture Fund. Developed in response to desires expressed in the Academic Planning Committee of the University, the program is a modest attempt to provide an interdisciplinary program tailored to the specific needs of specific students, escaping both the "faculty" limitations of departmental and college boundaries and the structures imposed by existing college degree requirements. Each student's program is prepared to meet his needs, and he will receive the degree for which he is working when the faculty of the program certify that the student is ready, not only when he has met a set of established and sometimes arbitrary requirements. The program has been highly successful thus far in individual cases, but only moderately successful in terms of growth. Although it is not intended to serve a large number of students, since it is individualized and directed toward the highly motivated student, it has perhaps not received the publicity it deserves. We believe, however, that the program will become a permanent part of the academic program at the University of Nebraska-Lincoln, providing yet another high quality alternative.

c) Although it is not a specific "program," and not particularly "innovative," I think that the most significant change in the undergraduate program at the

University of Nebraska-Lincoln over the past five years has been the "opening up" of the curriculum. Five years ago, independent study courses and opportunities and "special topics" courses were limited almost exclusively to graduate students, advanced majors, and a few honors students. At the present time, nearly any student may participate in independent study and special topics courses of specific interest in nearly any discipline at all levels, freshman through graduate level. Five years ago, about 90 percent of all courses were designed for about 10 percent of students in each area, with any kind of variety nearly denied all students but majors and advanced students. Today the undergraduate, even the freshman, has a much larger "cafeteria" of academic possibilities provided for his choice. This opening up of the curriculum is a direct result of faculty response to expressed student displeasure in the late 1960's and early 1970's, and has created a profound change in the nature of academic opportunities available to students at the University of Nebraska-Lincoln.

University of New Orleans
Lakefront, New Orleans, Louisiana 70122
Tel. 504-288-3161

*Homer L. Hitt - Chancellor
George C. Branam - Vice Chancellor

It is difficult to be certain of "significance" before a development has run its course, but we might cite the following three as significant innovations in undergraduate education which seem to promise carryover into instruction beyond the originating department. All were undertaken on Ford Venture Grant awards:

a) Biological Sciences Environmental Course. This experimental introductory course builds upon projects exposing the student to problems of his own environment, providing him with the opportunity and the motivation to relate fundamentals of biological science to the development or preservation of his own community. The combination of field trips, visiting expert speakers, basic studies, and projects of his own design, appears to create a high level of interest, effort and achievement.

b) Earth Sciences Mini-Courses. These short courses on rather specific areas of interest are designed to permit non-major students to follow up their basic introduction to geology with topics that interest them especially and can be worked into their program without overloading. This encourages non-science majors to elect additional hours in science through organized courses rather than independent study programs (which are more attractive to major than non-major students). The principle seems promising for encouraging broad liberal education in non-science areas as well.

c) Drama Performance Resource Unit. This program was an extension of a device used to support the department's freshman level Introduction to Drama course by having a live performing unit present in the classroom anything from snippets to complete plays to illustrate points made by the teacher. This service has been made available to other departments using either original material or literary materials to serve whatever instructional goal that department requires to reinforce the classroom impact of its subject matter. It has been used by a number of departments, considerably enlivening the classroom.

Ottawa University
10th at Cedar
Ottawa, Kansas 66067
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*Peter H. Armacost - President
Harold Germer - Dean of the College

During the past five years, our entire educational program has been completely revised, and we believe our present program contains many innovative features. The changes effect the entire student body! In each case, program changes were adopted to provide a superior total learning experience for Ottawa students in light of our goals for student development and our knowledge of the learning process. Also, we hold the conviction that a distinctive, well-designed program will provide us with a competitive advantage during the period of major problems for private colleges, and this, too, was an important consideration in our planning of these innovations.

If forced to name only three significant innovations at Ottawa, we would mention:

a) Our contract model for defining the graduation requirements of each student (including the possibility of credit for non-classroom experiences) -- the "contract model" is the central feature of our program, and it has been successfully implemented throughout the University for four years. Even so, we are constantly working to improve it.

b) Our system of academic advising in which students have the option of forming an advisory committee, including persons from off-campus, advanced students, and several faculty members -- the Advising Program is a very substantial improvement over our previous experience (and others known to us). The committee feature has not yet taken root to the extent desirable (perhaps 15 to 20 percent of our students exercise this option now and usage is growing each year).

c) The modularization of portions of our curriculum which breaks selected courses into "packages" of information or practice in skills through audio-tutorial labs, making it possible for each student to proceed at his or her own pace or to review topics and areas as needed -- modularization is in its infant stages, but we expect to have 20 percent of our curriculum modularized by June 1975.

Otterbein College
Westerville, Ohio 43081
Tel. 614-882-3601

*Thomas J. Kerr, IV - President
Roy H. Turley - Vice President for Academic Affairs

The three most significant innovations in undergraduate education on our campus in the last five years would include:

a) The adoption of a sabbatical leave program required for faculty members every seventh term. The leave is one term long and the faculty member must demonstrate in a proposal to the Personnel Committee, which must be approved by them, how his leave will benefit his teaching. We have had 149 leaves since the program was adopted in 1968. The system is a powerful tool for faculty retraining and career development and is a major factor in curriculum success.

b) The adoption of a core program of liberal arts courses taken by all students and representing about one-third of their work. These courses provide a common education experience and bring both faculty and students together in a central liberal arts focus. The common theme, The Nature of Man, is designed to permit representatives of the various disciplines to speak to the theme from the insight of their disciplines.

c) The adoption, in 1970, of a governance system institutionalizing the tradition of student and faculty involvement in governance. Students, faculty and administration participate together from the departmental level to the Board of Trustees. The purpose of the system is educational as well as communicational.

All of these programs have taken root and involve or have impact on nearly every student.

Pace University
Pace Plaza
New York, New York 10038
Tel. 212-285-3000

*Edward J. Mortola - President
Jack Schiff - Executive Vice President

Innovation at Pace has been achieved in a number of ways. Chief among these has been enhancement of educational accessibility for students of widely ranging ages and abilities. Our chief innovations during the past five years have centered on three groups within this wide spectrum; adult students, gifted students and disadvantaged students.

a) Adult Students: Most significant among our many efforts to accommodate the adult student is one known as New Directions. Begun at our Westchester Campus in 1965 with fewer than ten students, New Directions was intended to provide opportunity for married women who either failed to complete a degree or had not attended college at all. Special scheduling primarily in day classes, supportive counseling and a distinct administrative structure were major conditions established to help make the program a success. Today, more than 300 women at Pace University in Westchester and 70 at Pace in New York City (the latter program began in 1972) are enrolled.

A later evolution in programs to attract adult students is the Bachelor of Professional Studies Program which attracts students of proven competence in significant areas of human endeavor and provides equivalent academic credit up to a possible three year total for experience, creative attainment, and professional achievement. Presently enrolled are successful bankers, engineers, actors, writers, television personalities and many others. Evaluation of experience is directed by the Dean of the School of Continuing Education, supported by faculty committees competent in specialized areas.

A program of considerable success for adult students is one which has now graduated three groups of IBM personnel employed by the Office Products Division of that firm, who are being prepared for managerial positions in the division. The program requires two seven-week and one eight-week periods of intensive study distributed over 20 months leading to the A.A. or A.A.S. degree. Independent study is conducted during the intervening sessions. It is of special note that the program was deliberately developed with a heavy emphasis in humanities, psychology and science for men anticipating management functions in a major business corporation. Approximately 25 students are accommodated in each group at Pace's Conference Center on the Westchester Campus. A fourth group is now in attendance.

b) Disadvantaged Students: There are several programs of importance in this area, including a day-time Continuing Education program which was, at its inception, the first "open admissions" program in the metropolitan area and a precursor of the City University's current massive program.

The most innovative program in this category is our Management Career Program, located within the School of Arts and Sciences, fully funded by a $500,000 grant from the Louis Calder Foundation and operating on the principle that students from underprivileged homes could be helped to achieve management positions of significance if aided by education, special counseling and social development. A group of 25 students was enrolled each year for a period of four years. Students take courses within the regular academic program, but their counseling and support is more intensive than that provided students in standard programs. The first graduates of the program have either moved into management training programs at various major corporations or have gone on to graduate study at such institutions as Wharton, Columbia and Harvard.

c) Gifted Students: In 1971, Pace admitted its first student to what was called the Open Curriculum Program (OCP) in the Liberal Arts. In this program able students, guided by a committee of devoted faculty members, choose programs of special challenge and interest and are permitted to be freed from all normal curricular requirements. Faculty members have reported outstanding achievements in independent study, research and progress toward graduate study.

University of Pennsylvania
101 College Hall
Philadelphia, Pennsylvania 19174
Tel. 215-594-5000

*Martin Meyerson - President
*Eliot Stellar - Provost

Significant innovations in undergraduate education at Pennsylvania began seven years ago with the approval of the individualized major program. To our knowledge, it was one of the first programs in the Ivy League that allowed exceptionally well-motivated students working with faculty advisers to construct an interdisciplinary or highly specialized major tailored to their needs. The program has always been selective, enrolling some one to two percent of the undergraduate student body.

a) The three most influential undergraduate curricular changes in the past five years are the college house system, the colleges of thematic studies and the university scholars program. The college house system brings classroom learning and residential experiences closer together in an urban university revision of the house system. Classes are offered in residence. Some living-learning centers are organized around a single theme, as French or Spanish culture or the creative arts. The system asks faculty, administrators and graduate students to assume new roles as informal teachers and advisers within residences. Last year 26% of our undergraduates lived in such programs. Approximately 100 faculty, graduate students and staff either lived in houses or were active affiliates. An advisory committee to the Provost has evaluated the system very favorably. The Trustees and the administration are committed to major expansion of it.

b) The colleges of thematic studies were recommended in 1971 and launched in 1972. They place freshmen, sophomores and team teachers from numerous fields in core courses, seminars, and independent studies to investigate a single theme in an unconventional, interdisciplinary manner for one semester. Thematic colleges have focused on the ancient world, science and social change, versions of utopia, systems concepts, health and society, energy management, women's studies, the culture of business, the creative process, theatre, and university studies. By May, 1974 some 845 students, 160 faculty and 12 undergraduate and graduate schools will have been directly involved in the program. We hope to obtain funds to continue the thematic colleges and to expand them to include upperclassmen.

c) The university scholars program was recommended in fall 1972 and will accept its first members in spring 1974. It is an attempt, perhaps the first of its kind, to restore direction and function to the undergraduate liberal arts by dovetailing them with graduate or professional studies. Highly gifted, strongly motivated University undergraduates will pursue their education to the highest degree they wish to seek while progressing at their own pace.

By abolishing the distinction between graduate and undergraduate programs we hope to bring liberal arts and professional studies into a complementary and mutually strengthening relationship. The program is not simply a compression of degree time; in some cases the liberal arts degree will be delayed as a student concentrates on specialized study. A Council of Senior Scholars will guide the selection of students, tutors and advisers. If the first experimental years of the program are successful, we propose to advance it as a model for future private university educational patterns.

Prescott College
Prescott, Arizona 86301
Tel. 602-445-3254

*Robert W. Harrill - Acting President

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a) Wilderness Education: a Stress-Learning Model - The Outdoor Action Program explores the wilderness as a learning environment. The program has many aspects, from recreation and skills training to high-risk expeditions. While providing adventure and challenge, the program's most significant feature is the change it produces in those who participate. Wilderness expeditions require people to take risks and push people to their limits, physically and emotionally. As a means to promote significant personal growth, Outdoor Action has been a remarkable venture.

The reasons for initiating Outdoor Action are less important than the lessons we have learned from it. Outdoor Action has provided a stress-learning model for experiential education which we have used in the design of other off-campus programs. When extended into Prescott's environmental science program a viable model for confluent education results; cognitive-affective integration occurs almost out of necessity on a scientific-wilderness expedition.

Outdoor Action affects virtually all of the students and most of the faculty. All new students participate in a three-and-a-half-week wilderness orientation at the start of their first year at Prescott. Subsequent and continuing activities include outdoor skills training courses, wilderness leadership training, and a series of major expeditions (of one to two months' duration).

b) Interdisciplinary Learning - From its beginning Prescott has sought to avoid the fragmentation usually found in a college curriculum and has attempted to unify human knowledge. Many approaches to this have been tried. Prescott has abolished traditional majors as the focus of its curriculum and has developed a thematic and/or problem-oriented approach to interdisciplinary studies. Discipline skills and knowledge are learned only for the purpose of applying them to broader concerns e.g. Environmental Studies, Community and Human Development. Our experience to date suggests that this is a viable model. Students who have worked through this program demonstrate effective skills in dealing with complex problems, especially those for which there are no fixed answers. They show a high tolerance for ambiguity, are self-reliant, and are very adaptable learners.

c) Confluent Education - Our experience in the Outdoor Action program suggested the real possibility that a college could deal effectively with personal growth. Prescott expanded its concern to include extensive studies of the person, designed to extend the range of learning experiences from the intellectual to a broad base of cognitive and affective activities, including

studies in humanistic psychology, yoga, dance, group dynamics, Gestalt, encounter, meditation, body awareness, autobiography, arts, Outdoor Action, non-verbal communication and others. This emphasis has enhanced our students' sensitivity to their own feelings and beliefs as well as to the significance of interpersonal relations. Students who take part in these activities (approximately 30-40 percent) are much more capable of dealing with the stress and ambiguities inherent in a world of change.

Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605
Tel. 312-341-3500

*Rolf A. Weil - President
Milton Greenberg - Vice President for Academic Affairs

The three most significant innovations in undergraduate education at Roosevelt University in recent years include:

a) A special degree program for adults, the Bachelor of General Studies (BGS) degree, which has enrolled over 2,700 adult students. Since 1969, 677 students have been graduated from this program with BGS degrees. The BGS program, which has had a beneficial influence on the University's other curricular offerings, is an example of Roosevelt University's commitment to life-long learning. The program's success is also evidenced by the subsequent adoption of similar programs for adult students at many other schools as well as by the foundation support awarded for the expansion of this program to include an external component.

b) An undergraduate program in human services. This program was inaugurated in response to student interest in social-service work and has received the encouragement of numerous social-service and community agencies. The program's success is attested to by the exceptionally rapid time in which candidacy status was awarded it by the Council on Social Work Education. The program has already enrolled 87 undergraduate students; in addition, numerous sociology, psychology and other social science majors participate in the courses offered in this program.

c) An expanded program of cooperative education. Initially established to serve students in the Walter E. Heller College of Business Administration, the cooperative education program was expanded to include students in the College of Arts and Sciences as well. This program was recognized by a grant of $40,000 from the Department of Health, Education and Welfare. Presently, 60 students are enrolled in the program. The program utilizes about 40 employers including private businesses, various governmental and social service agencies, and the arts. Cooperative education was undertaken and expanded to the College of Arts and Sciences to emphasize Roosevelt University's belief that for many students education in the liberal arts and sciences is enhanced and made more relevant by integrating it with practical work experience.

St. John's College
Santa Fe, New Mexico 87501
Tel. 505-982-3691

*Richard D. Weigle - President
Robert A. Neidorf - Dean

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a) St. John's College perseveres in its distinctive undergraduate curriculum, which is paradoxically conservative and traditional in its liberal arts emphasis and innovative and different in the light of contemporary educational practice. Within the past five years a transfer program was tried, whereby transfer students might receive their degrees in three years and one summer. The plan was dropped since so few chose it in preference to four full years.

b) A successful innovation was mid-winter freshmen, 20 in number. This class completes the first year during the spring and summer, thereby joining the regular sophomore class in the fall.

c) A new program this fall calls for five musicians-in-residence, young Yale Music School graduates, who will give concerts, conduct open rehearsals, teach freshman music, and participate as students in the freshman seminars on the Greek books. This will give greater breadth to the undergraduate program on the fine arts.

St. Lawrence University
Canton, New York 13617
Tel. 315-379-5011

*Frank P. Piskor - President
D. Kenneth Baker - Vice President for Academic Affairs and
Dean of the College

The three most significant innovations in undergraduate education at St. Lawrence in the last five years are as follows:

a) Multifield and Interdisciplinary Program Opportunities.

The faculty has expanded educational options in the choice of majors by approving policies which have made it possible for each undergraduate to develop his or her own major program combining as many as three subjects under sponsorship of faculty from each department. This innovation benefits all students in expanded choice alternatives and has approximately 40 junior and senior students now enrolled in the first full year of multifield and interdisciplinary opportunities.

Implementation of the first interdisciplinary major program in Environmental Studies in 1972-73 is a direct result of this innovation. Two hundred students are enrolled in the introductory course this fall.

Unstructured learning experiments in Geology and Music, a new audio-tutorial Freshman Biology course, team teaching, efforts in Interterm and regular semester, and use of the Keller plan in some courses in Mathematics, Psychology and Chemistry are offshoots of this new thrust to respond to individual needs and recognition of new learning techniques.

b) University Commitment to the North American Indian.

This innovation resulted from the interest of the nearby St. Regis Mohawk reservation and St. Lawrence graduate Ernest Benedict in having the University assist in improving educational opportunities for Indian youth and to raise the expectation of Indian students toward higher education.

Opportunities for students and faculty to respond are campus-wide and as a result the following have been accomplished: 1) an ongoing student tutoring service for Indian students at the reservation; 2) construction and library support for an Indian Library and Cultural Center; 3) development of summer institutes and publication of results with Federal Government and Xerox support on the problems of Indian students and adjustment

to higher learning situations; 4) course offerings and speakers on the campus on the American Indian; 5) evolution on the campus of a Native American organization with Indian student leadership; 6) Noyes Foundation support for Indian students as a beginning of an effort to increase the number on the campus. Approximately 300 students a year are involved in one aspect or another, 100 as volunteer tutors. The program is judged to be well established.

c) Expansion of Off-Campus Learning Experiences.

This new impetus was fostered by implementation of the Interterm in 1970-71 and has shown continual growth since its inception. Interterm programs such as those in Ottawa, Kenya, London, Ireland, Florence, Russia and South America have supplemented regular Year Abroad Programs in Spain, Austria and France. These structured and many other individualized off-campus experiences have expanded areas of faculty research and created new areas for student independent projects. Off-campus opportunities have grown rapidly and are popular with both faculty and students. During the coming Interterm we expect about 400 students to be studying off campus. The University has been a participant in the Visiting Colleges Program, the Multilateral Exchange Program for the Interterm, and the faculty has for many years authorized a one semester exchange program with Howard University.

Sangamon State University
Shepherd Road
Springfield, Illinois 62708
Tel. 217-786-6634

*Robert C. Spencer - President
John H. Keiser - Vice President for Academic Affairs

The three most significant innovations undertaken at the University have been:

a) Applied Study Term

Applied Study has been successful and most undergraduate students participate.

b) Interdisciplinary programs: University Programs and Individual Option

University Programs and the Individual Option Program have greatly increased the available options to students, but some problems in program coherence and direction have occurred.

c) Entrance through the CLEP examination

Using the CLEP examination during the past year, we have admitted 114 undergraduates at the junior level and 24 students at the graduate level with total enrollment over this period averaging 2,800 students. Studies have shown that students who enter through CLEP perform as well as those through normal entrance.

University of South Carolina
Osborne Administration Building
Columbia, South Carolina 29208
Tel. 803-777-4245

William H. Patterson - President
Keith E. Davis - Provost
*Thomas F. Jones - Former President, now
Distinguished Professor of the University

Significant innovations in undergraduate education at the University of South Carolina are numerous. Choosing the "most" significant is practically impossible, however three very significant innovations are:

a) a degree entitled Bachelor of General Studies. This program was undertaken after it was recognized that a significant and increasing number of University students either did not fit into the present options available in the University system or, once they were fitted into the system, they later rejected or were rejected by that system. The new degree serves those students who find their present curriculum irrelevant to their needs. The University also recognized that the ever-increasing rate of change characteristic of our society is creating new foci in areas of study, many of which are either unclassifiable in terms of traditional disciplines or else are interdisciplinary in orientation. Rather than add countless numbers of majors to existing Bachelor of Arts or Bachelor of Science programs, the University believed it was more feasible to establish a new degree program sufficiently flexible to accommodate new or changing areas of study.

After admission to the General Studies program, each student plans an individual curriculum designed in consultation with a faculty advisory committee (consisting of two baccalaureate level faculty members and one administrator from the College of General Studies). The faculty members on the committee represent areas of study in which the student is most interested. The Bachelor of General Studies degree which began in the fall of 1972 had 100 students for the 1972-73 year, 273 in 1973-74, and the present projection for 1974-75 is 300. Enrollment has been limited in order that the faculty may thoroughly evaluate the program and thus be assured of academic credibility of the new degree.

b) A second notable "innovation" at the University of South Carolina is a course for freshmen students entitled "University 101." This program which began in the fall of 1972 has involved over 1,000 students and 150 faculty members. The overall goal of University 101 is to help students adjust to the changes they would face at the University level. Specific objectives have included: 1) to increase student motivation by provision of new teaching models; 2) to provide the groundwork for students learning about independent study; 3) to provide the student with a close and

continuing relationship with a faculty member (Stemming from this interaction would likely be both the mastery of factual course content and understanding for the student of how a university professor functions in his academic role); and, 4) to orient the student to the University and its resources. All faculty involved with University 101 in special workshops designed to bring about a better understanding of the value of group dynamics and experiential learning.

The success of University 101 can be measured in part by the changes which have taken place in faculty teaching practices. The style, approach, and attitude used in "teaching" University 101 has "taken root" in that most of the 101 instructors are now using their "new found ways" to teach their regular classes. In addition, the response of students to this model of the teacher/learning process has been such that a number of them now serve as advocates for innovative teaching experiments.

c) A third significant "innovation" at USC includes various changes in pedagogy through the use of media. This innovation has taken the form of specific proposals presented by individual faculty members or by teams of cooperating faculty for the purpose of improving existing courses or instituting new teaching practices. Examples of innovations which fall under this category are: "Student Preparation in Videotape Recording--Viewing of Course Lectures as a Method of Instruction." This project which was undertaken in the College of Journalism explored the effectiveness, as a method of instruction of having students prepare a series of lectures to be presented on videotapes, viewed immediately afterward by those students and evaluated by a course instructor in a group session. This study is in keeping with the current emphasis at the college level on placing more responsibility for learning on the student. Specifically, the project sought to take advantage of the ability within the means of any college or university or conventional school system to utilize low-cost television facilities for the improvement of learning. Another example of media usage is "Video Techniques for Piano Lab." This innovation allowed more effective use of the University's electronic piano studio. The studio has 24 pianos which are monitored by the instructor from a console keyboard. Students at their keyboards were unable to see the hands of the instructor when he demonstrated concepts and techniques. Nor were they able to see the music which the instructor was analyzing at the console. This necessitated a steady stream of students coming to the instructor's console for demonstration, thus disrupting the class. Simple television equipment totally alleviated the problem and thus increased the efficiency of the class.

The number of students directly affected by the newer electronic media innovations is well over 40%. During the 1973-74 year alone over fifteen major projects were initiated and funded.

Swarthmore College
Swarthmore, Pennsylvania 19081
Tel. 215-544-7900

*Theodore W. Friend - President
Charles E. Gilbert - Provost

In the period 1966-68 Swarthmore conducted a comprehensive self study. The first year of this study issued in publication of CRITIQUE OF A COLLEGE (1967), the product of three special committees; the second year was spent in faculty consideration of all, and legislation of nearly all, the studies' recommendations. The period since that time has been one of implementation, though it should be added that a number of new initiatives have occurred unrelated to the studies except, perhaps, for the spirit and organization they generated. Within this history it would be hard to find agreement on which three innovations have been most significant; but the following are logical candidates.

a) Curricular work in creative and performing arts, of which there was virtually none before 1969. Now there is work in studio arts, creative writing, theater, and musical performance. Last academic year there were some 385 enrollments in these fields by an estimated minimum of 250 students. It is fair to say that each program has taken root; it is also fair to say that we still have much to accomplish in the establishment of strong programs, especially in studio arts and musical performance.

b) A Black Studies program was adopted in principle in 1969 and implemented through a number of courses and part-time appointments almost immediately. This came primarily in response to the interest of black students. It is an example of an innovation significant in concept though not yet appropriately significant in impact. Within the last year we have managed to make the faculty appointments that bring the concept close to fulfillment, and we believe we are now close to a coherent program integral to our curriculum in general. Last year there were about 120 course enrollments in Black Studies courses.

c) Evolution of work focusing on public policy, at the intersection of the social sciences, engineering, and applied mathematics. The planning for such work, including the considerable redirection of our work in engineering to impact on the College more broadly, has been under way in faculty and administration for nearly three years. It is now taking root through new appointments and new courses by faculty members already here. The base has been laid; the larger, more integral developments remain for the next two or three years. The number of students directly affected can be estimated now at 100, prospectively estimated at a third of the student body.

The University of Tennessee at Martin
Martin, Tennessee 38238
Tel. 901-587-7111

*Larry T. McGehee - Chancellor
Jimmy N. Trentham - Provost

The three most significant innovative programs in undergraduate education during the past five years are described below.

a) The Pacer Projects were interdisciplinary combinations of two academic areas with team teaching. The combinations were History-English, Chemistry-Mathematics, English-Fine Arts, and Biology-Sociology. A student enrolled in a History-English section and one other combination for four-fifths of a load. The subject matter in a combination was integrated to better relate the topics as they are found in real-life. Approximately 400 students have been involved in these projects.

In spite of the fact that the support from the Venture Fund has ended in FY'75, two of the combinations are being continued as a part of the regular academic program.

b) Self-paced instruction has great utility at an institution with a relatively open admissions policy such as our institution has. Self-paced procedures, some with modular formats, have been developed in mathematics, biology, modern foreign languages, psychology, and natural sciences. These courses provide a mechanism for students with very different abilities to break the lock-step procedures of traditional courses. Although these projects have varied significantly in apparent success, most are being continued even with the absence of Venture Fund support. The estimated number of students participating in at least one of these self-paced courses is in excess of 2000 students.

c) On-site and traveling courses have been well received by our students and faculty. They were developed primarily to make several history courses more realistic and relevant. Most of these have been taught as intensive short courses between regular terms on the sites of interest. Some have involved the study of the architecture of pioneer homes in Northwest Tennessee.

Vanderbilt University
Nashville, Tennessee 37240
Tel. 615-322-7311

Alexander Heard - Chancellor
*Nicholas Hobbs - Provost

Choosing the "three" most significant innovations in undergraduate education in the College over the past five years is most difficult. So much as taken place in terms of individualizing the learning experience, the development of more options, the increase in non-didactic type courses, etc., that any three choices would not reflect what has indeed taken place. Probably, the three that could be most easily identified are:

a) the conversion of fairly standard distribution requirements into a widely ranging set of distribution options, retaining proficiency in written English as the only absolute subject matter requirement for the degree

b) the institution of a Bachelor of Science degree that retains the liberal arts core but permits part of the program of concentration and elective work to be taken in various applied fields in the other schools of the University and the Nashville University Center

c) the conversion of our old interdepartmental major to an interdisciplinary major, permitting the student to contract on an individual basis for programs other than those formally prescribed in the curriculum. These have in one way or another touched all of our students, and have become standard features of the College.

The University of Vermont
Burlington, Vermont 05401
Tel. 802-656-3480

*Edward C. Andrews - President
Alfred B. Rollins - Vice President Academic Affairs

The four most significant innovations in undergraduate education at UVM in recent years include the: Living/Learning Center, Experimental Program, University Year for Action, and Environmental Studies Program. They were instituted to accomplish the following objectives: (1) increased integration of theoretical and practical learning, (2) development of student-designed curricula and instructional formats to meet individual needs, (3) implement more experiential learning linked to community service; and (4) create opportunities for students and faculty to live and learn together in non-traditional patterns.

Each of these programs serve students from all Colleges and Schools of the University. The Experimental Program, founded in 1969, has serviced more than 400 students annually. The UYA Program is in its second year and has had participation from more than 300 students. In 1973, the first year of operation, the Environmental Program is serving 40 freshmen majors, and the Living/Learning Center has 600 resident students.

These programs are functioning successfully, and the University is committed to their continuation.

University of Washington
Seattle, Washington 98195
Tel. 206-543-2100

John R. Hogness - President
Philip W. Cartwright - Executive Vice President
*Aldon D. Bell - Associate Dean of the College of Arts & Sciences

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The most significant innovations in undergraduate education in 1969-74 have been:

a) Establishment of the Office for Undergraduate Studies. Undergraduate Studies grew out of the Division of General and Interdisciplinary Studies, established in 1969. Its goal is to serve as an "advocacy" center for undergraduates, especially in Arts and Sciences. It has probably become permanent though it is given little support at the moment by the Dean of Arts and Sciences.

b) Initiation of the Humanities Program. Inspired by Undergraduate Studies, the Humanities Program is only getting started. The Humanities Council with faculty and student members is moving toward a drastically revised general education requirement, broadly expanded "interdisciplinary" and "comparative" studies, and improved teaching. The Program is intended to respond to the weakness of the Humanities on campus, and the general alienation of Humanities faculty. Important changes will have been defined by summer, 1975.

c) Temporary curricula and self-designed majors. Introduced by Undergraduate Studies (then G.I.S.) in 1969, temporary courses may be introduced and repeated twice without reference to the normal machinery for course approval. Since 1971 about 40 courses a quarter have been listed, enrolling as many as 1200 students. Many have now become permanent in departments or new interdepartmental programs. The self-designed major program dates at the University from the 1930's, but was very restrictive. It was opened up in 1969, and grew from seven to about 300 "majors."

Together these two innovations challenged the rigidity of accepted curricular and major practices. Both are here to stay, though probably will be less used as new programs appear.

Wellesley College
Wellesley, Massachusetts 02181
Tel. 617-235-0320

*Barbara W. Newell - President
Alice S. Ilchman - Dean of the College

The following, developed during the past five years, have grown into strong, successful programs:

a) The Wellesley-Massachusetts Institute of Technology Cross-registration Program is an exchange which draws on the unique educational opportunities of both institutions. Formally begun in the 1968-69 academic year, the exchange offers a diversity of programs and environment to students, while the separate strengths, independence and integrity of Wellesley and MIT are reinforced. Students are able to take courses not available to them at their own institution, and can also enhance common areas of study through complementarity. As an example of the former: Wellesley students enroll in architecture courses at MIT, while MIT students demonstrate a strong interest in art history at Wellesley; and of the latter: Wellesley's Psychology Department offers a strong specialization in social psychology, whereas MIT's Department is more strongly oriented toward physiological psychology. During the present semester, 205 Wellesley students are taking 247 courses at MIT; 168 MIT students are enrolled in 211 Wellesley courses.

b) The Continuing Education Program is a natural outgrowth of Wellesley's responsibility to meet the educational needs of women. Established in 1970, the Program has grown from 25 students to its present size, 99. Its continued growth should provide a model and resource for the wider educational community. Admissions procedures seek to identify those qualities which differentiate the continuing education student from the younger Wellesley undergraduate. As a group, these students are more mature, more highly motivated, and generally more goal-oriented than the larger student body. Success of the Program has led to planning for child care facilities and special counselling services. In addition, the College is considering other ways to respond to the needs of professional women interested in new areas of knowledge and alumnae and older women who wish to share the academic community life.

c) The East Boston-Wellesley Cooperative Program (Eb-Well) is an example of the continuing participation of Wellesley College students in internship experiences. This participation goes back as far as 1942 when the Summer Internship in Urban Affairs was established in Washington D.C., the first program of its kind for undergraduate women. A more recent

endeavor, the Wellesley Urban Politics Summer Internship Program placed 15 students in offices in Boston and Los Angeles this past summer. Paralleling these summer opportunities, Eb-Well, begun in 1970, came into being after a study of Boston determined where unmet community needs were greatest and the potential for cooperative effort most apparent. East Boston was given priority because unlike Dorchester and Roxbury where community programs were gaining in recognition and support, its community needs had received little attention. Community-designated projects in which students have worked include legal aid, pollution research, health care, and tutoring in drug rehabilitation programs. Over 100 students have participated as part of their academic program. Over 100 others have taken part in Eb-Well on a non-credit basis through the recruitment efforts of a student-run volunteer bureau.

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The three most important innovations in undergraduate education in the past five years include:

1) Active research oceanographic ship time for undergraduate students in Biology and other disciplines.

2) "Operation Involvement" in which students from a variety of disciplines have been working in an intervention milieu at Dozier School near Marianna, Florida and on campus. The thrust has been to provide field experience studying delinquency and crime and to assist in mitigating the deleterious effects of delinquent behavior, working towards an intervention procedure where delinquency might be prevented or eliminated.

3) A program which will provide intensive language study and developed language competence along with discipline competence and cooperative education experiences in an overseas milieu.

a) The oceanographic experience program was undertaken to provide better education for Biology majors and an appreciation for the ocean environment and oceanographic techniques among students of disparate disciplines. The experience has been markedly successful and will be continued as funds permit. About 40 students per year are directly touched or affected. (Incidentally, the initiation of this program was made possible by Ford Venture Funds.)

b) "Operation Involvement" was undertaken in the belief that university students could do much to mitigate the dismal chain of recidivism among youthful delinquents as well as to gain insights which will help to prevent delinquency before it occurs. Students principally in the "people-oriented" disciplines have been most significantly involved. The concept has taken root; its continuation at current levels will depend largely upon the availability of funds, although a few students will continue the intervention aspects irrespective of funding. This work at the Training School on a "live in" basis has been most valuable to students in many disciplines. About 35 students per year are directly involved. (Funding has come from the Division of Youth Services of the State of Florida.)

c) The overseas cooperative -- language-major combination was designed to broaden educational understanding and through intensive language study and cooperative education to enhance overseas job opportunities. It's too soon to ascertain whether this program will "take root," although we certainly are going to stress it. About 20 students will be involved this first year. (Initiation of funding was made possible by an Office of Education grant.)

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Seven years ago, Whitman College went through a major review of the educational program and introduced such changes as the substitution of guidelines describing liberal arts areas of study for rigid discipline and division defined area requirements. The result has been breadth of study in a context of individually developed and flexible four year course plans.

To help prepare students for a postgraduate life of continuing education, Whitman adopted an Interim program completely developed and directed by students with no grades or credit so that the faculty would not feel it necessary to interfere to defend the quality of a Whitman degree. The facilities of the College are made available free of charge (tuition, room and board) for students to develop seminars, discussions, reading programs, et cetera, with faculty invited to participate according to student desires. A budget for visiting resource persons is provided jointly by the student government and the College. The program is voluntary. About 1/3 to 1/2 of the student body participates at any one time. Graduates typically will have participated in two Interims.

More recently the College has developed a number of combined major programs of an interdisciplinary sort. These were under consideration when the Ford Foundation Venture Grant was made. The Grant permitted faculty to spend summer time to develop interdisciplinary seminars as introduction and culmination of these majors. It also provided for the development of library resources and audiovisual materials in a new individualized instruction laboratory. This major combines a subject matter area, such as environmental studies, with the core of a discipline by which to analyze it and understand its major facets, such as biology. Major programs have been developed in History-American Studies, History-Asian Studies, Sociology-Plural Societies (our version of minority studies), and a combination of Biology, Chemistry, Economics, Physics, or Sociology with Environmental Studies.

Two of these appear viable after two years. History-American Studies has 13 major students and the introductory course has attracted a few more. The Environmental Studies combinations now total 18 majors and the introductory course has attracted a total of about 150 students. The Plural Societies combination seems to have met the same fate as minority studies programs around the country even though it is set in an unusually broad context. Of course, faculty in history, sociology, literature, etc. have continued to introduce new materials and new interpretations into their courses. This would include material concerning minorities. While Whitman has a large number of students of oriental extraction, the Asian Studies combination has not attracted them nor the white students most of whom live on the Pacific rim.

Another recent innovation financed by the Venture Grant is the development and use of a video-tape library in the Psychology Department. An investment was made in a backpack video recorder camera and receiver. Then a member of the Psychology Department travelled to interview and tape a number of prominent psychologists at work in their laboratories.

The subjects have been extremely cooperative in bringing the very best experience to students at the isolated Whitman campus. We have video-taped such people as: Dr. Ernest Hilgard, a past President of the American Psychological Association; Dr. Albert Bandura, current President Elect of APA; Dr. Alberta Siegel, member of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior; Dr. Joe Kamiya, the first researcher to condition brain waves experimentally; Dr. William Dement, the foremost expert on sleep and dreams in the world and a native of Walla Walla; and Dr. Phillip Zimbardo, one of the most creative individuals within social psychology.

These video-tapes have brought nationally prominent experimenters, engaged in their work, into the Whitman classrooms. Hundreds of psychology and sociology students have benefitted. Commercial publishers have expressed interest in the tapes.

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a) The establishment of an academic plan which has enabled the entire University to form itself around a single theme (man in his full social, cultural, and bio-physical environment), and to offer only interdisciplinary majors which are focused on various problems implicit in that theme.

Formulation of both governance, resource allocation policy, and curricular programs around 12 interdisciplinary concentrations (majors) instead of around disciplinary departments. These concentrations, each containing a broad range of faculty trained in a number of different fields, operate as departments and as academic homes for all faculty and students. While disciplines are important aspects of UWGB's overall academic program, none have departmental status; and all are firmly subordinated to the concentrations both in theory and in fact. Thus, the traditional domination of higher education by disciplines has been substantially mitigated at UWGB.

Development of an all-university core program, the Liberal Education Seminars, which is required of all students in addition to their concentration major. This program is taken throughout the student's four years at UWGB. The function of the program is to teach each student to relate classic concepts of values, and the knowledge he or she has acquired in a concentration program to current ecological problems.

b) In order to develop a new kind of institution of higher learning focused on deriving interdisciplinary solutions to pressing environmental problems, and on an ethic of responsibility for the community of man and the future of that community, all three of these local innovations were undertaken.

c) The entire University is built around the academic plan - thus, the plan has not "taken root," it is itself the root structure of the institution.

The University's 12 concentration majors are now universally accepted as the basic organizationai and educational units of the academic program, and as the academic homes of both students and f..culty.

The Liberal Education Seminar core program is accepted, and it is being further strengthened - the teaching in it is strong. However, it is not yet as "rooted" in the loyalties of the university community as are the academic plan and the concentration majors.

In general, interdisciplinarity and educational alternatives for students are both being strengthened.

d) All students in the University, regardless of interest or major, are fully involved in all of the above.

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The three most significant innovations in undergraduate education at WPI in the last five years are:

a) A change from granting degrees based on course credits to granting degrees based on demonstrated competence. A WPI degree is granted by meeting four requirements:

1) A "Competency Examination" in the student's major field.

2) A "Sufficiency Examination" in the student's minor field. (A student in a technical or scientific major takes a humanities competency; one in humanities, takes a scientific or technological competency.)

3) A "Major Qualifying Project" in which the student solves a real-life problem in his/her major field.

4) An "Interactive Qualifying Project" in which he relates his major field to society.

b) The second most significant undergraduate innovation is our development of independent study and project work as a valid means of learning, requiring about one-quarter of a student's college effort.

c) The third one is the successful introduction of video tape as a critical component of self-paced instruction. With further work we should start to see real gains in teaching effectiveness and productivity.

These innovations were made because our faculty recognize the urgent need, in this technology-based society, for a new kind of educated individual, who not only masters his technological/scientific discipline but has a foundation in the humanities and the social sciences and can relate his field to human needs and values. We believe that in the last quarter of this century a liberal arts education must include a working knowledge of technology and science; a technological or scientific education, in turn, must include a working knowledge of the humanities and the social sciences.

All these innovations, as part of the WPI Plan, have been successful: we are now one full year ahead of our implementation schedule.